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AUTHOR Sing, Sandi; Stewart, Linda; Roth, Patsy; Porter, Priscilla

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ABSTRACT

The students in California's classrooms live in a world of diversity. They eat unique foods, wear different types of clothes, live in different types of homes, and speak and hear many languages. This unit focuses on cultures, customs, ceremonies, traditions, foods, clothing, and shelter. These basic universal necessities of life--food, clothing, and shelter--act as a common thread weaving in and out of the stories of different cultures demonstrating that although U.S. citizens have varied backgrounds, everyone is a part of the same community sharing principles, goals, and traditions despite varied ancestry. The unit fosters an appreciation for U.S. diversity while helping students understand the interdependence that exists in this pluralistic culture; U.S. national identity, national heritage, and national creed are pluralistic and its national history is the complex story of many people and one nation, of "e pluribus unum." The suggested time for unit completion is 5 weeks. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; and provides information and student activities by dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." It suggests assessment activities and extended/correlated activities. Extensive resources are listed for the sample topic and also for visual and performing arts, as well as for other topics. Appended are sample worksheets. (BT)

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ED 461 595

CALIFORNIA History-Social Science
Course Models

Developing Cultural Awareness

Grade 1 Model Lesson for Standard 5

Developed by Sandi Sing, Linda Stewart, Patsy Roth and Dr. Priscilla Porter

SO 033 550

2000

http://www.history.ctaponline.org/center/

California Department of Education
721 Capitol Mall, 6th Floor
Sacramento, CA 95814
(916) 654-6299

California Department Education

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Standard 5: Developing Cultural Awareness

Standard 5:

Students describe the human characteristics of familiar places and the varied backgrounds of American citizens, in terms of:

1. the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community and the benefits and challenges of a diverse population
2. the difficulties, successes and ways in which American Indian and immigrant populations have helped define Californian and American culture
3. comparisons of the beliefs, customs, ceremonies, traditions and social practices of the varied cultures drawing from folklore

Suggested Time for Standard 5: 9 weeks

Sample Topic for Standard 5:	Suggested Time:
Comparisons of traditions and customs in the school and community; ways immigrant populations have helped define Californian and American culture	5 weeks

Developed by Sandi Sing, Linda Stewart, Patsy Roth and Dr. Priscilla Portor under the auspices of the Center for History-Social Science Education at California State University, Dominguez Hills.

Significance of the Topic:

We live in a diverse society. From the early days of California, immigrants have come here bringing rich stories and ideas with them. The students in our classrooms live in a world of diversity - they eat unique foods, wear different types of clothes, live in different types of homes, and speak and hear many languages. In this unit of study, these basic universal necessities of life - food, clothing, shelter - act as a common thread weaving in and out of the stories of different cultures demonstrating that although American citizens have varied backgrounds, we are all part of the same community, sharing principles, goals, and traditions despite our varied ancestry.

Global education and multicultural studies frequently vie for attention in the curriculum. The focus of global education is on interrelationships. Developing a global perspective does not encourage any one view of the world, but the capacity to analyze and to understand the world from a variety of perspectives. Multicultural studies emphasize distinctiveness and domestic diversity. Given that we are neither a world of isolated ethnic systems nor a planet of homogeneous peoples, both perspectives are needed. This unit seeks to foster an appreciation for our diversity while helping students understand the interdependence that exists in our pluralistic culture. Our national identity, our national heritage, and our national creed are pluralistic and our national history is the complex story of many people and one nation, of *e pluribus unum*.

Sometimes we seem preoccupied with the diversity in our school community rather than finding our commonality. With many multicultural resources dealing with separate ethnic, social, or cultural groups, there is a concern that this will lead to further separatism rather than unity - that it will foster a subgroup culture, eroding our commonalities. Rather than adding units of study focusing on separate ethnic studies or merely recognizing special holidays and heroes, the goal is to incorporate a multicultural perspective that affirms diversity and honors multiple perspectives as a part of the existing history-social science curriculum.

Literature can be an ideal medium for developing an awareness of varied cultures. It is important, however, to avoid stereotypes, feature well-rounded characters with whom children can identify, and authentically portray the cultural group. This does not preclude the use of historical fiction, but it should be carefully selected to present the participation and contributions of diverse populations to the history and culture of the country. Literature is a perfect avenue to bring to life the vivid struggles and triumphs of men and women who have lived in other times and places.

The focus in the sample lesson is on informational text. Refer to the Resources for Other Topics for sample literature from various cultures that can be read and analyzed for what they tell about the culture, its customs, ceremonies, traditions, foods, clothing, and shelter.

Focus Questions:

1. How are we the same? How are we different?

2. What are traditions and customs in our school and community?

Literacy Links:

Many of the activities in this unit will support and develop the student's attainment of language arts objectives. Students will be engaged intensively in reading, writing, speaking, and listening so that they become competent users of language. The activities of this lesson include:

Reading
- predict upcoming events in a story
- formulate questions about what has just been read
- identify the main idea, and some relevant details in informational material
- summarize or restate what has been read
- identify some high-frequency words related to food, clothing, and shelter

Writing
- dictate a sentence summarizing information found on a graph
- record information learned onto a graphic organizer
- compare and contrast similarities and differences
- write legibly with recognizable words
- use simple sentence construction
- write lists, labels, and captions
- compose a wish for the children of the world
- complete a "Traditions and Customs in Our School and Community" book by drawing and writing about food, clothing, shelter

Speaking
- use descriptive vocabulary words related to food, clothing, and shelter
- describe a typical home from a different culture

Listening
- conduct oral interviews of parents and/or grandparents about the clothes they wore when they were young and the type of home they lived in

A
Beginning the Topic

Focus Question: How are we alike? How are we different?

What a Wonderful World

Play the compact disk of Louis Armstrong singing "What a Wonderful World" and share the accompanying book *What a Wonderful World* by George David Weiss and Bob Thiele which includes the colorful artwork of Ashley Bryan depicting children of many backgrounds. Ask students what they know about the world. According to the song, why is the world wonderful? How do you think everyone in the world is the same? How are they different? (Note: The song, *It's A Small World* can also be used to begin the unit.)

What Do We Need?

Ask students what they think people need in order to live. Record their ideas. If available, read the Big Book *What Do We Need?* by Trisha Callella. The needs listed in the book include water, food, house, and love. Can they think of anything else? Add clothing to the list. Ask students to draw pictures or write about common needs of all people. Explain that in this lesson we will be learning about how people in our school and community make choices about how to satisfy their needs for food, clothing and shelter.

Alike and Different

Show the students the cover of the book *People* by Peter Spier. Ask students to think about ways that people are alike and ways that they are different. Record their ideas on chart paper. Read the book stopping to ask students questions such as:

- What feature do you think will be compared next?
- Would you classify this book as fiction or non-fiction? Why?
- What do you think is the most important information in this book?

Ask students to state the main idea of the book in their own words. Record their ideas on chart paper or the chalkboard. Explain that "details" are smaller ideas. What are some of the details in the book? (People eat different foods. People live in different places, etc.).

What did you learn from this book that surprised you?
What else would you like to know that the book did not tell you?
What would you tell a good friend about the book?

Let's look at our class. How are we the same? Name various physical features. Ask students, "What would happen if all people looked exactly alike? What would be the problem? What would be the advantages?"

What if All People Looked Exactly Alike?

PLUS (Advantages)	MINUS (Disadvantages)	INTERESTING Ideas

Construct a PMI chart (Plus, Minus, Interesting). Record the advantages of all people looking alike in the Plus column; the disadvantages in the Minus column; and in the Interesting column record ideas that sound intriguing or interesting about the concept but that don't seem to fit in the Plus or Minus column.

Are We All the Same Height?
This is a good time to measure and record the height of students. Have students line up by their birthday from the oldest to the youngest. Is there a relationship to their height? Use other attributes to group students such as eye color, hair color).

Life-sized Replica of "Me"
Using large sheets of butcher paper, have students work in pairs to trace around their outside shape and create life-size replicas of themselves. Add hair, facial features, and clothing with scraps of material or tempera paint. Create a wall mural with the students in your class. Discuss their similarities and differences.

Children Just Like Me
Share the book, *Children Just Like Me* by Barnabas and Anabel Kindersley with the students. Each day of the unit, select one of the children to read about. Focus on the information provided about food, clothing, and shelter.

***My Wish for Tomorrow* (Optional activity)**
In addition, read a page each day from *My Wish for Tomorrow: Words and Pictures from Children Around the World.* This book includes poignant messages from children around the world expressing their wishes, hopes, and dreams for a better future. During the culmination of the unit, students will write their own wish for tomorrow. (Note: The book may be difficult to locate. If it is not available, students can compose their own "Wish for the Tomorrow" during the Culminating section of this unit.)

B
Developing the Topic

Focus Question: What are the traditions and customs in our school and community?

Traditions and Customs

Explain to the students that the people in our school and our community share many of the same traditions. Brainstorm a list of traditions. These can be as varied as believing in the "tooth fairy" to celebrating various holidays to a tradition such as a school mascot. For first graders, this can be explained as the foods we eat, the clothing we wear, the homes we live in, the material things we own, the games we play, our manners, what we think is right and wrong, the things we value, the holidays we celebrate, and our religion.) We may all have some of the same traditions, but the way we celebrate them may differ.

In this unit we are going to look at some of the traditions and customs of different people from around the world. Specifically, we will focus on the food they eat, the types of homes they live in, and the traditional clothing they wear. Our school and community are made up of a diverse population. We will make comparisons of the traditions and customs of different people and the choices they make about the way they live.

Food

Write the word "food" on a piece of chart paper. Ask students if they recognize the word. What is food? Ask each student to write or draw his/her favorite food on a separate post-it. Place the post-its on the chart paper. Group together the items that are the same or similar and then create a bar graph titled "Foods We Like to Eat". What does our graph tell us about the things we like to eat? Record statements dictated by the students on the edge of the graph.

Graphic Organizer

Introduce a large, bulletin board size version of the graphic organizer, "What Are the Traditions and Customs in Our School and Community?" (Appendix 1) Ask students to share some of the basic foods they like to eat. If desired, duplicate a smaller version of the organizer for individual students to record their ideas.

What foods does your family like to eat?

Ask students, "What foods does your family like to eat?" Do these foods come from a specific culture? On a piece of construction paper, ask students to draw or write about the foods they know from different countries. This can serve as a pre-assessment of the student's knowledge of foods from around the world.

Cleversticks

Read *Cleversticks* by Bernard Ashley. After the first page, ask students to predict why Ling Sun does not like school (because all the other kids were good at doing something special). One day, Ling Sun discovers that he can do something too - a "cleverstick" trick that his whole class wants to try. Set up a center with cotton balls (or cookies!) where students can practice using the chopsticks. Other objects such as a crayon, an eraser, a raisin, or a rubber band can be used to test their skill.

How My Parents Learned to Eat

Read *How My Parents Learned to Eat* by Ina R. Freidman. Show the cover of the book and ask students to predict what they think the title means. What do they notice about the picture? Explain that the mother was a Japanese schoolgirl and the father was an American sailor. Why is he afraid to invite her to dinner? Create a chart to show the differences mentioned in the story:

Japanese	American
eat with chopsticks	eat with knife and fork
sit on cushions around low tables	man helps ladies into chair
bow to greet each other	shake hands to greet each other
drink soup from the bowl	use spoon to sip soup

Record some of the information learned on the large class graphic organizer under the category of "Food".

Display utensils such as a knife, fork, spoon and, of course, chopsticks. Have students write: "In my family, we eat with...." and illustrate the page. Ask students, "Do you prefer to eat with a knife, fork, spoon or with chopsticks?" Create a class graph titled "How We Like to Eat". Ask students what information the graph tells them. Record observations on the edge of the graph.

What types of Breads Do You Eat?

Set up a display in the classroom with a variety of types of breads - sliced bread (wheat, white, corn, rye, pumpernickel), bagels, tortilla, croissant, biscuits, pita bread, French bread, cornbread, crumpet, etc. Ask students to tell what they see. Do not take any taste tests yet. Explain that there are many different types of bread. They are made from wheat, rice, corn and other seeds. Bread is eaten for ceremonies, for celebrations, and for everyday. What types of bread do you eat? When do you eat it?

Make a photocopy of the index in *Bread, Bread, Bread* by Ann Morris. Cut out each picture with its description. This picture book shows that bread is enjoyed all over the world. As you read the book, pin the descriptor for that page on to a world map. Identify

that people eat different types of food in different parts of the world. Ask, "Why do you think people eat different kinds of bread?"

Create word cards related to bread:

- descriptive words: crusty, soft, hard, long, round, dark, light, sweet, salty
- names of grains/seeds: wheat, rye, oats, corn, millet, buckwheat
- names for parts of the bread - slice, heel, crust, loaf
- baking terms - mix, knead, dough, rise, flour, slice, bake, ingredients

Sample the breads from the display. Encourage students to use some of the word cards to describe the type of bread they like. Ask students, "What type of bread do you prefer?" Create a class graph titled "Our Favorite Type of Bread". Ask students what information the graph tells them. Record observations on the edge of the graph. Have them write about their favorite type of bread using some of the descriptive words. If possible, bake bread in the classroom or visit a bakery.

Have students paint or draw one type of bread that they like to eat. Cut the "bread" artwork out, label the name of the bread, and place it on the individual student's "stomach" of the self-portrait painting done earlier in the lesson. While observing the self-portraits, ask students about the varieties of breads that are preferred by their classmates. How are they the same and how are they different?

Graphic Organizer

Record some of the information learned about foods on the graphic organizer under "Food`" (Appendix 1). Discuss how immigrant populations have helped define Californian and American culture.

Clothing

Wear one of your favorite clothing outfits to school. Explain to the students that this is something you like to wear and why. What activity do you usually do when you wear this outfit? Check the clothing tag. Where was it made? Locate this on a world map. What type of fabric is the clothing made of?

Take pictures of some of the students or use pictures from magazines. Make word cards to go with the pictures - shirt, pants, blouse, shoes, jeans, etc. Place these on the bulletin board along with their word labels and, if possible, some actual articles of clothing.

What Types of Clothes Do You Wear? Where are Your Clothes Made?

Ask students what clothes they like to wear. Have them draw a picture showing their favorite outfit. Have them label each item and record information such as when they wear it and why they like it. Post pictures on the bulletin board or make a class book. Record on the graphic organizer, "What Are the Customs and Traditions in Our School and Community?" (Appendix 1) some of the basic clothes they like to wear.

Put students in pairs, boys with boys and girls with girls. Have them check the tag to see where one piece of clothing was made. Locate the countries on a world map. Also have students look for words that tell what type of fabric the clothing is made of.

Clothes from Many Lands

Explain that people from different countries in the world wear different types of clothes. Read the information book *Clothes from Many Lands* by Mike Jackson. Locate each of the countries mentioned on a world map. If possible, begin a display of dolls from around the world. Discuss the different types of clothing. Locate each on a world map.

Create word cards related to clothing - these words come from *Clothes from Many Lands*:

- types of clothes - T-shirt, jeans, hat, sarong, beads, kimonos, buckskins, kimono
- names for materials - fabric, fur, silk
- weather terms - cold, cool, hot, damp, windy
- special clothes - parties, special occasions, weddings, dancing clothes, powwows
- descriptive words for clothing: comfortable, soft, colorful, scratchy, tough, durable.

Discuss ways that types of clothing can be sorted. Examples might include:

- grown-up clothes - work clothes, uniforms, play clothes, formal, casual, everyday,
- kids clothes -play clothes, school clothes, work clothes, dress-up clothes
- from long ago - wig
- assessors - jewelry, hats

Parent Interview

What types of clothing does your family like to wear? Record some of the student's ideas on chart paper. Does anyone in your family wear a uniform to work? What type of work do they do? (Refer to the lesson on jobs in Standard 6.) Ask students to interview their parents and/or grandparents about the types of clothes they wore when they were children. Do they have any photographs? Can they remember a favorite outfit? How have clothes changed? Do any parents have "traditional" clothing worn by their culture that they would model for the students? (Appendix 2)

Hats, Hats, Hats

Make a photocopy of the index in *Hats, Hats, Hats* by Ann Morris. Cut out each picture with its description. As you read the book, pin the descriptor for that page on to a map. Record some of the information learned about clothes on the large class **graphic organizer** under "Clothing". (Appendix 1)

Shelter

In Grade 1, Standard 2 students graphed the types of homes they live in, sequentially numbered houses on a street, and identified the exact location of their home including their address. They also compared the difference between houses built now and those built long ago in terms of materials, types of structures, and floor plans. In this lesson, students continue their study by concentrating on homes around the world.

Review with the students what they have learned about houses. Have them fill in information about their homes on the graphic organizer (Appendix 1). Explain that people from different countries in the world live in different types of homes.

Homes Around the World

Read the information book *Homes Around the World* by Mike Jackson. Locate each of the countries mentioned on a world map. Explain that people make houses out of whatever they can find. Read *This is My House* by Arthur Dorros.

While reading these books, create word cards related to homes:

- types of homes - igloo, adobe, chalet, caves, cottage, yurts, houseboat, log cabin, hogan, hut, car, tent, pueblo, apartment house, palace, high-rise buildings, the White House
- types of construction materials - adobe, mud and leaves, thatch, wood, logs, stilts, moss roof, stone, brick, animal hide
- special construction - flat roofs, thick walls, sloping roofs, sliding doors made of paper

Use the word cards and sort the types of homes according to their type of construction material - wooden houses, stone houses, adobe or mud houses, straw, other. Ask students, "How does the climate have an effect on the types of homes people live in?" (Homes in cold climates need to protect their inhabitants from extreme weather. Homes in hot places have houses made of branches and mud, wood on stilts, palm fronds with woven mats, and boats.) Sort the types of homes according to the type of climate.

Parent Interview

Ask students to interview their parents and/or grandparents about the type of home/s they lived in when they were children. Do they have any photographs? Can they remember what the floor plan was like? How have homes changed since they were young? (Appendix 3)

House and Homes

Make a photocopy of the index in *Houses and Homes* by Ann Morris. Cut out each picture with its description. As you read the book, pin the descriptor for that page on to a world map.

Material World

If possible, have the book *Material World: A Global Family Portrait* by Peter Menzel available for students to look at. (A set of 12 posters from *The Material World* is available from Poster Education.) Explain that each picture essay shows a "typical" family from different countries with all of their belongings. Compare the types of "material" goods found in different homes. What are things that are the same about the homes of people in other cultures? What are things that are different?

Graphic Organizer
Review the information learned in the lesson. Ask students to name some of the materials that homes are made of? Does everyone have access to the same types of materials? Why do people choose the material they do to build their home? What are some of the things that are the same about the homes of different people/cultures? What are some of the things that are different? Record some of the information learned about homes on the large class graphic organizer under "Shelter".

Shelter Construction (Optional)
Provide each group of students with a baggie filled with some possible construction materials such as toothpicks, straws, stones, twigs, grass, aluminum foil, tongue depressors, sand, etc. Make each bag a little different. Instruct students that their group is to design a shelter using only the materials in the bag and fixatives such as tape, glue, paperclips, rubber bands, and staples. When their shelter is complete, students are to explain what type of climate the house would be found in and why.

Traditions and Customs of Our School and Community
Discuss traditions and customs of your school and community. If desired, expand the study to include different types of ceremonies and beliefs. The book *Celebrations* by Barnabas and Anabel Kindersley highlights festivals, carnivals, and feast days from around the world. "Celebrations" can be added to the graphic organizer or substituted for one of the other topics. Another area of study could be games and toys.

An optional activity is to do an in-depth study about one or more countries of the world. Develop a three-column chart for each country to be studied. Have students draw or cut out pictures to show examples of food that people eat, the traditional clothing they wear, and the kind of homes in which they live. For example:

CHINA

FOOD	CLOTHING	SHELTER

Refer to the Extended Activities section and Appendix 5 for information regarding a Family Homework Report and Project on a country.

C
Culminating the Topic

Let's Take a Trip Around the World
Take a Trip Around the World - Review the world map to see what has been learned about food, clothing, and shelter in different parts of the world. Review the book *Children Just Like Me*. Remind students that there are many different tradition and customs practiced in our school and our community and that immigrant populations have helped to define Californian and American culture. Using the class-created graphic

organizer, have students compare and contrast what they have learned about different customs and traditions related to food, clothing, and shelter.

The Traditions and Customs of Our School and Community – a Booklet

Have students write their own version of the book *The Traditions and Customs of Our School and Community* (Appendix 4)

- cover page – "The Traditions and Customs of Our School and Community by _____." Include illustrations of children around the world.
- title page – "The traditions and customs of our school and community come from around the world." Include a map of the world or a globe. Indicate where your community is located.
- page 3 – "We all eat food." Draw and write what you have learned about the food people eat.
- page 4 – "We all wear clothing." Draw and write what you have learned about the clothing people wear.
- page 5 – "We all have shelter." Draw and write what you have learned about the shelter people live in.
- page 6 – "We have special traditions and customs in our school and community." Draw or write what you have learned about traditions and customs of your school and community.

"What a Wonderful World" Celebration

Plan a "What a Wonderful World" Celebration. Announce to the students that we will take a trip around the world - without leaving our classroom. Send an invitation home for parents to attend the "What a Wonderful World" Celebration.

To prepare for the "Celebration," complete the following activities:

Food - Create a Favorite Recipe Box or a Class Cookbook. Invite each family to submit a recipe their family enjoys. Ask them to include the country of origin and any history of the recipe that they know. Assemble the recipes into a class cookbook. If possible, have parents come in to cook with the students or have a potluck on the day of the celebration. Check regulations at your school regarding foods brought from home.

Clothing - Have students come to the celebration dressed in a special outfit from the country of their culture or a favorite outfit they like to wear. In addition to the books read during the development section of the lesson, the "picturepedia", People and Places, is a good source of clothing worn in various parts of the world.

Shelter - Have students construct a model of a typical home in the country of their culture or a home from another part of the world. The home should have a label describing the type of house, where it is located, and the types of construction materials generally used to build it. Homes may be three dimensional or drawn with an exterior view and a basic floor plan. If possible, the homes should be constructed as part of a home involvement activity.

At the **Celebration**, display all of the projects developed during the unit. End by singing "What a Wonderful World" by Louis Armstrong. As the song is sung, have the students and visitors join together holding hands and swaying to the music.

My Wish for Tomorrow (Optional)
Using *My Wish for Tomorrow: Words and Pictures from Children Around the World* as a model, have students each write and illustrate their hope for the future of the world. Assemble the "wishes" together into a class book.

Assessment

The assessment of this unit is integrated with the instruction and occurs throughout rather than just at the end. It is recommended that student work samples be assembled into a portfolio. For nonreaders, ask students to "read" their drawings and writings and explain them orally. Student products should provide evidence of attainment of the following identified outcomes:

- answer the focus questions orally, with pictures, or in writing How are we alike? How are we different? What are some traditions and customs of our school and community?
- create a life-size self-portrait
- help construct class bar graphs, 'Foods We Like to Eat," "How we like to Eat," "Our Favorite Type of Bread," interpret the results, and dictate a sentence summarizing information on the graph
- identify the main idea and some relevant details in informational material
- predict upcoming events in a story
- write about their favorite bread using descriptive words
- dictate information to be recorded on a class graphic organizer
- draw a picture showing their favorite outfit
- write lists, labels, and captions
- interview parents and/or grandparents about the types of clothes they wore when they were young and the type of home/s they grew up in
- sort types of home according to their type of construction
- sort types of homes according to the type of climate where they might be found
- work in a group to design a shelter using a variety of "construction" materials
- record information on a graphic organizer
- complete a "The Traditions and Customs of Our School and Community" book. The book should include:

  cover page - "The Traditions and Customs of Our School and Community" by _____. Include illustrations of children around the world.

  title page - "The traditions and customs of our school and community come from around the world." Include a map of the world or a globe. Indicate where your community is located.

page 3 – "We all eat food." Draw and write what you have learned about the food people eat.
page 4 – "We all wear clothing." Draw and write what you have learned about the clothing people wear.
page 5 – "We all have shelter." Draw and write what you have learned about the shelter people live in.
page 6 – "We have special traditions and customs in our school and community." Draw and write what you have learned about the traditions and customs of your school and community.

- use simple sentence construction
- help plan and participate in the "What a Wonderful World" Celebration
- submit a recipe their family enjoys that is assembled into a class cookbook
- come to the "Celebration" dressed in a special outfit from the country of their culture or a favorite outfit they like to wear.
- construct a model of a typical home from another part of the world. Include a label describing the type of house, where it is located, and the types of construction materials generally used to build it.
- write and illustrate a "Wish for Tomorrow" (optional)

Extended and Correlated Activities:

- After reading the book *Cleversticks* by Bernard Ashley, ask students, "What are some of the things that the children in the story were good at doing? Is anyone in our class good at doing these things? What other 'clever' tricks can students in our class do?" Create a bulletin board or class "yellow pages" highlighting special things each student can do. If possible, take photographs of students doing their "clever" trick. Encourage them to help others learn to do some of the tricks.

- Complete some of the many activities suggested in *Bread Around the World - a Thematic Unit*.

- Read one of the many versions of *The Little Red Hen* (i.e. Paul Galdone). This story demonstrates the need for teamwork and is an excellent one for children to act out. It is also good for sequencing the steps for making bread.

- Study how people dressed long ago and how they obtained their clothing. Create a museum of clothes worn long ago. If possible collect authentic clothes or pictures of clothes. Include pictures of wigs and hats worn by both men and women at different times in history. Although dates do not have to be given for the clothes, help children place them into chronological order. Help students develop a sense of time through the different changes and improvements in the garment industry. Encyclopedias generally have illustrations of different types of clothing. *Sarah Morton's Day* and *Samuel Eaton's Day*, both by Kate Walters, have pictures with labels for the clothing names. Many books by Bobbie Kalman include extensive illustration of clothes from different time periods. Read some books about quilting and work together to make a patchwork quilt. Have a clothing relay race.

- Learn folk dances and songs, construct art projects depicting traditional arts, study the traditions, customs and celebrations of various cultures.

- Create new songs about the necessities of life - food, clothing, shelter, and love. Use a common tune such as "Farmer in the Dell".

- Develop a mini-unit on different types of families from different cultures. An excellent teacher resource book with many activities to support each book is *Exploring Cultures Through Literature* by B. D. Stoodt. For example, some of the books about Hispanic Americans (people whose cultural roots stem from the cultural heritage of Mexico, Spain, Puerto Rico, Cuba, Central America, South America, and the Caribbean, but who live in the United States) include *Abuela* (Dorros); *Uncle Nacho's Hat* (Romer); *Family Pictures* (Garza). Other books can be added such as *Pablo Remembers The Fiesta of the Day of the Dead* (Ancona).

- Focus on how different cultures interact with, adapt to, and depend on their environment. The topic study can be organized around geographic regions of the rain Forest, grassland, desert, seashore, mountain, and polar. Each environment gives life to new and different cultures. Another focus could be on the earth's elements such as the land, the sun and moon, wind and water, and how each is crucial to the preservation of all world cultures.

- Help students develop a global perspective by placing a large wall map of the world in the vicinity of the classroom library. Each time a student finishes reading a book, suggest that a pushpin be added to the map to indicate the location of the culture that has been explored in the book.

- Ask students what games they like to play. Do these games relate to a specific culture? Using the book *International Playtime: Classroom Games and Dances from Around the World* by Nelson & Glass, visit familiar games and dances and learn some new ones. Or, hop your way around the world with easy to duplicate rules and patterns provided in the book *Hopscotch Around the World* by M. D. Lankford.

- Read *How We Live in America* by Susan Kuklin. In the book, three children from different cultures tell about their family and ways of life. Students can use the story as a model to write about and illustrate or photograph their family at home.

- Read *This is the Way We Go to School* by Edith Baer which takes readers on a journey around the world celebrating the many different ways children travel to the classroom. Construct a graph, "How We Get to School". Use the categories of walk, car, or bus. Write summary statements dictated by the students as they interpret the graph. Invite students to interview their parents and grandparents to ask them how they got to school. Construct two more graphs, one for parents and one for grandparents. Compare the similarities and differences among the graphs.

- Read *Henry's World Tour* by Robert Quackenbush. Explain that Henry finds a speckled feather growing from his tail so he sets out to tour the world to find out where his ancestors are from and how he got a speckled feather. If possible, show students a feather that has dots painted on it. As you read the book, trace Henry's route on a world map. (His route is shown on the inside cover of the book.) As he arrives in each country, identify which continent it is located in. If desired, have students make their own word cards for each continent. As Henry arrives at a country in the continent, students hold up the corresponding word card. Henry finally discovers how he got his speckled feather. (It was not from one of his ancestors - it was from sitting on a freshly painted chair!)

- Develop a **Country Report** (Appendix 5). Pick one country and model the procedure for completing the report. Have each student select a country that they would like to do their report on. If possible, avoid duplicates. Send home the parent letter along with the Report and Project form.

- Pack Your Bag - Using a felt tip pen, each student writes the name of the country he/she studied in large letters on the outside of a paper bag. They collect artifacts, foods, pictures, and/or create their own drawings to show things they would see if they visited the country. Include dolls, household objects, clothing, or anything that represents the country. Each item should have a label attached identifying its name. On the backside of the label, the country should be identified. Students can take turns "traveling around the world" to examine the artifacts found in each country or can sit in groups to go through the "bags". Discuss some of the similarities and differences among the countries. Have students share when the objects would be used - now or long ago, or both?

Resources for the Sample Topic

Allen, Judy, Earldene McNeill and Velma Schmidt. *Cultural Awareness for Children.* Menlo Park, Calif.: Addison-Wesley Publishing Company, 1992. This teacher resource book is described in Appendix 6.

Anacona, George. *Pablo Remember: The Fiesta of the Dead.* New York: Lothrop, Lee and Shepard, 1993. A boy and his family prepares for the three day celebration. Pan muerto is eaten during the Mexican celebration.

** Ashley, Bernard. *Cleversticks.* New York: Crown Publishers, Inc., 1991. ISBN 0-517-88332-5. This is a story of a boy named Ling Sung who could not do anything clever like the other children in his class. As he tries to think of tricks, he unexpectedly and happily discovers the others admire his prowess with chopsticks.

Badt, Karin Luisa. *Hair There and Everywhere.* Chicago: Children's Press, 1994. ISBN 0-516-48187-8. This book introduces the reader to different hairstyles from the many different cultures all over the world.

Badt, Karin Luisa. *On Your Feet!* Chicago, IL: Children's Press, 1994. ISBN 0-516-48189-4. This book introduces different varieties of shoes, not only from different countries of the world, but also from different time periods in history.

Badt, Karin Luisa. *Pass the Bread!* Chicago: Children's Press, 1995. ISBN 0-516-48191-6. This is a book which describes the different kinds of breads found all over the world. It also explains the different ways breads are made, how it is obtain (bought or homemade), how it is used as a utensil and used in celebrations all over the world.

* Baer, Edith. *This Is the Way We Go to School.* New York: Scholastic, 1990. ISBN 0-590-43162-5. This book is about the way children go to school around the world. It is useful as a springboard to surveying how students come to school.

** Callella, Trisha. *What Do We Need?* Cypress, Calif.: Creative Teaching Press, Inc., 1996. Big Book ISBN 1-57471-175-X. Tells young readers about important needs: food, water, shelter, warmth, and affection. Small book Item#39-10,6-pack #39-23

dePaola, Tomie. *Tony's Bread.* New York: Whitebird Book, 1989. ISBN 0-399-21693-6. The history of panettone (Italian sweet bread) is explained in this cute folklore. The story explains how the sweet bread from Milan got its name. This popular bread can be found on bakery shelves at Christmas time. The modern version of the bread is fruitcake.

Dooley, Norah. *Everybody Bakes Bread.* Minneapolis: Carolrhoda Books, 1996. ISBN 0-87614-895-X. An interesting book which tells of how an errand introduces Carrie to many different kinds of bread on a rainy Saturday morning. From Mrs. Ambrose's Barbadian coconut bread to Bernardo's pupusas, Carrie gets a taste of the different ethnic breads that are found in her neighborhood. The latest book in this series is *Everybody Serves Soup* ISBN 1-57505-422-1.

Dooley, Norah. *Everybody Cooks Rice.* Minneapolis: Carolrhoda Books, 1991. ISBN 0-87614-591-8. This book is a cultural dinnertime tale in which Carrie must go out to find her little brother Anthony who is late for dinner again. On the way she stops at several neighbor's homes only to discover that each one is having rice but because the families come from different countries, each recipe is unique. Carrie tastes some of the dishes ranging from black-eyed peas and rice (Barbados), bright yellow rice cooked with tumeric (Puerto Rico), steamed rice with tofu and vegetables (China), to Creole style rice with hot peppers, chives and red beans (Haiti). By the type she traces her brother's route, he is back home and Carrie is too full to eat her dinner of rice with green peas, butter, grated cheese, and some nutmeg (northern Italy). Simple recipes are provided for each family's special rice dish.

* Dorros, Arthur. *This Is My House*. New York: Scholastic, 1992. ISBN 0-590-72811-3. Big Book format only. The text and the illustrations depict the different types of houses lived in by children all over the world. On each page, "This is my House" appears in the appropriate native language.

** Friedman, Ina R. *How My Parents Learned to Eat*. New York: Houghton Mifflin Company, 1984. ISBN 0-395-4435-4. This is a story of an American sailor who courts a Japanese girl. Each, in an attempt to learn each other's culture, tries in secret to learn each other's way of eating.

Fries, Marcia. *Houses*. Cypress, Calif.: Creative Teaching Press, 1996. ISBN 1-57471-140-7. This book includes illustrations of houses around the world.

Galdone, Paul. *The Little Red Hen*. New York: Clarion Books, 1973. ISBN 0-395-28803-7. This classic tale tells the story of the hen who can not get anyone to help her make bread but has everyone willing to help eat the bread. The story is good for sequencing, retelling, and acting out.

* Gavin, Jamila. *Our Favorite Stories From Around the World*. New York: Dorling Kindersley, 1997. ISBN 0-7894-1486-4. Ten children introduce the reader to stories from different parts of the world. Beautiful illustrations and stunning photographs add color to the book.

* Gershator, David, and Phillis Gershator. *Bread Is for Eating*. New York: Henry Hold and Company, 1995. ISBN 0-8050-3173-1. A mother uses a song sung in both English and Spanish to explains to her son how bread is created .

Gray, Nigel. *A Country Far Away*. New York: Orchard Books, 1988. ISBN 0-531-07024-7. This book describes a typical day of two boys living in two different locations, Africa and the United States. It shows how everything the boys do are the same, but in a different setting. First graders can made their own book to accompany selected pages of the text of in which they describe what their life is like.

Greising, Cynthia, and David Greising. *Toys Everywhere*. Chicago: Children's Press, 1995. ISBN 0-516-48178-9. This book describes a variety of toys from around the world, including the Australian boomerang, South African knobkerrie, and Japanese daruma doll.

Humprey, Paul. *Foods From Friends and Neighbors*. Austin, Texas: Stech-Vaughn Company, 1995. ISBN 0-8114-3802-3. A well-illustrated book for beginning readers that tells about the four important food groups and how they are transported from one place to our table.

Humphrey, Paul. *People Everywhere*. Austin, Texas: Steck-Vaughn Company. ISBN 0-8114-3722-1. This information book for beginning readers includes photographs and illustrations depicting different aspects of life in various parts of the world.

Humprey, Paul. *Wonders of the World*. Austin, Texas: Steck-Vaughn Company, 1995. ISBN 0-8114-3790-6. This easy-read book informs the readers about some of the wonders of the world such as "The Old Faithful," "The Grand Canyon," and the Great Barrier Reefs.

** Jackson, Mike. *Clothes From Many Lands*. Austin, Texas: Steck-Vaughn Company, 1995. ISBN 0-8114-3738-8. This book introduces a variety of clothes from many lands. Purchase direct from Steck-Vaughn. Not available in bookstores.

** Jackson, Mike. *Homes Around the World*. Austin, Texas: Steck-Vaughn Company, 1995. ISBN 0-8114-3741-8. This is a book that describes the different types of houses from the different countries of the world. It shows show the different types of houses for different kinds of climates. Purchase direct from Steck-Vaughn.

Kalman, Bobbie. *18th Century Clothing*. New York: Crabtree Publishing Company, 1993. This book shows various different styles clothing from the 1800's. It includes women's, men's, and children's clothing. Many pictures are provided. It also shows how clothes were made.

Kalman, Bobbie. *Children's Clothing of the 1800's*. New York: Crabtree Publishing Company, 1995. This book shows various different styles of children's clothing for every occasion. It also shows how clothes were made.

Kalman, Bobbie. *Homes Around the World*. New York: Crabtree Publishing Company, 1994. ISBN 0-86505-709-5. This book looks at various kinds of dwellings, including arctic homes, homes on stilts, homes on boats, and desert homes.

Kids Culture. Portland, Oregon: Pierian Spring Software, 1996. This CD-ROM program for ages 5 and up on a Mac/Windows format is easy-to-use. Many on- and off-computer activities are presented, including recreating the villages, templates, castles and other places where the people of various times and places have lived and worked. Stories from each culture can be read on the computer screen or printed out. Replicas and masks can be printed in full color. The overview screen for each of the eight featured cultures includes background music, sounds, or people speaking the language. Terry the Tern greets users and talks about this culture and encourages users to click on one of the 8-12 interesting items in view.

** Kindersley, Barnabas, and Anabel Kindersley. *Children Just Like Me*. New York: Dorling Kindersley, 1995. ISBN 0-7894-0201-7. Over a two-year period, a photographer and a teacher traveled to more than 30 countries, meeting and interviewing children. Extraordinary photographs bring to life the children's families

and homes, their clothes and food, their friends and favorite games, and other aspects of their daily life.

* Kindersley, Barnabas, and Anabel Kindersley. *Children Just Like Me - Celebrations.* New York: Dorling Kindersley, 1995. ISBN 0-7894-2027-9. Using beautifil photography and the children's own words, this companion book to *Children Just Like Me* features festivals, carnivals, and feast days from around the world. Each book is produced in association with unicef, the United Nations Children's Fund. The book provides a remarkable glimpse into the lives of children all over the globe. Check out the e-pal club and talk to other children from around the world and to the authors.

Kuklin, Susan. *How My Family Lives in America.* New York: Bradbury Press, 1992. ISBN 0-02-751239-8. In this story, Sanu, Eric, and April are American children who each have at least one parent who did not grow up in the United States. Therefore, their family heritage is an interesting mixture of stories, songs, games, language, and special occasions. A photo essay, this book follows the three children into their homes to examine their family to see what makes them the same and yet unique in their everyday experiences. Some traditions, remembered from a parent's childhood in another place, are kept alive in America. Sometimes, even new traditions are started. This is an easily readable book told in the first person by each of the children.

* Kroll, Virginia. *Hats off to Hair!* Watertown, Mass.: Charlesbridge Publishing, 1995. ISBN 0-88106-868-3. This book features a variety of haircuts that people wear.

Langen, Annette. *Letters from Felix.* New York: Abbeville Publishing Group, 1994. ISBN 1-55859-886-3. This book is filled with the adventure experienced by a rabbit, Sophie's favorite toy, who unexpectedly travels around the world.

* Lankford, M. D. *Hopscotch Around the World.* New York: Morrow Junior Books, 1992. ISBN 0-688-08419-2. Hopscotch is set within many cultures and is acknowledged as one of the unifying and beloved games of childhood. The directions, rules and patterns are clearly provided for playing variations of hopscotch, an ancient game still played worldwide.

Leedy, Loreen. *Blast off to Earth!* New York: Holiday House, 1992. ISBN 0-8234-0973-2. A group of aliens on a field trip visit each of the continents on earth and learn about some of their unique features.

Lobel, Anita. *Away From Home.* New York: Greenwillow Books, 1994. This book proceeds through the alphabet using boys' names and the names of exotic places in alliterative fashion.

* Marshak, Samuel. *Hail to Mail.* New York: Henry Holt & Company, 1990. ISBN 0-8050-3124-3. This book tells the story of a certified letter that follows its intended recipient all over the world as the postal service attempts to catch up to him.

MacDonald, Fiona. *Houses, Habitats and Home Life*. New York: The Salariya Book Company Ltd., 1994. ISBN 0-531-15719-9. This book features the many different kinds of houses from the first houses to the future houses. It also features the many houses of countries.

McDonald, Megan. *My House Has Stars*. Illustrated by Peter Catalonotto. New York: Orchard Books, 1996. ISBN 0-531-09529-0. Young people describe the different kinds of homes in which they live around the world - all under the stars.

* Moore, JoEllen. *Bread Around the World*. Illustrated by Gary Shipman.Monterey, Calif.: Evan-Moor Corp. 1995. This teacher resource thematic unit has a wealth of cross-curricular ideas for teaching about bread. Two full-color, two-sided posters are included along with many practical activities.

Moore, Jo Ellen. *Homes Around the World*. Illustrated by Cindy Davis. Monterey, Calif.: Evan-Moor Corp., 1996. A thematic book of activities with some reproducible worksheets.

** Morris, Ann. *Bread, Bread, Bread*. New York: Mulberry Books, 1989. ISBN 0-688-12275-2. This book celebrates the many different kinds of bread and how it may be enjoyed all over the world.

** Morris, Ann. *Hats, Hats, Hats*. New York: Mulberry Paperback Book, 1989. ISBN 0-688-12274-4. This book introduces a variety of hats, from soft and hard hats to snugly and hooded hats.

** Morris, Ann. *Houses and Homes*. Photographs by Ken Heyman. New York: Lothrop, Lee & Shepard Books and Mulberry Paperback, 1992. ISBN 0-688-13578-1. Mostly a picture book, this book is collection of actual photographs of homes around the world which gives a glimpse into a rich variety of cultures and customs. The map at the end of the book shows where the photographs were taken. The index has the location of each home pictured in the book along with a sentence or two that describes the picture.

Morris, Ann. *Shoes, Shoes, Shoes*. New York: Lothrop, Lee & Shepard Books, 1995. ISBN 0-688-13667-2. Combined with illustrations and simple text, this book describe all kinds of shoes for dancing, walking, playing and for the types of weather.

Multi-Cultural Food Set. Walnut, Calif.: Educational Insights (Art Rowles Associates). EI-1833-7A. Colorful, realistically detailed plastic food is a good way for students to learn. This set includes taco, shish kabob, spaghetti with sauce, toast, beef slice, croissant, shrimp, sushi, rice, and an eggroll. Breakfast, lunch and dinner sets of American food are also available.

My Wish for Tomorrow (A collaboration between Jim Henson Publishing and the United Nations.) New York: Tambourine Books, 1995. ISBN 0-688-14451-1. If you were granted just one wish to make the world a better place, what would it be? The poignant answers and artwork of over forty children make this book a treasure. The voices of children around the world are heard expressing their wishes, hopes, and dreams for a better future.

Nelson, W. E., and H. Glass. *International Playtime: Classroom Games and Dances from Around the World.* Carthage, Illinois: Fearon Teacher Aids (Simon & Schuster). ISBN 0-86653-990-5. This teacher resources book contains a collection of games and dances that represent a variety of cultures. Suggested grade levels are included along with background information on the culture of each country and the origin of each dance.

* *People and Places.* New York: Dorling Kindersley, 1994. ISBN 1-56458-639-1. This picturepedia takes the reader all over the world to meet different kinds of people and learn about their way of living.

*Quakenbush, Robert. *Henry's World Tour.* New York: Bantam Doubleday Dell Publishing Group, Inc., 1992. ISBN 0-385-42010-2. Henry the Duck embarks on a round-the-world tour, visiting relatives everywhere to find out why he has one speckled feather in his tail.

Rounds, Glen. *Sod Houses on the Great Plains.* New York: Holiday House, 1995. ISBN 0-8234-1263-6. This book describes how a sod house is built, and how people live in it.

Soto, Gary. *Too Many Tamales.* New York: G.P. Putnam's Sons, 1993. ISBN 0-399-22146. While preparing for the family Christmas get-together, Maria and her mother make tamales. Out of curiosity, Maria tries on her mother's wedding ring, which was left on the counter. Panic ensues, when, hours later, she realizes the ring is missing. Maria and her cousins desperately try to eat their way out of trouble under a platter of tamales. This is a warm story of how a family pulls together to make Christmas perfect.

** Spier, Peter. *People.* New York: Doubleday, 1980. ISBN 0385 244 69X. This book explores the individual differences among human beings, such as food, religion, skin color, eyes, and so forth. There are more than four billion people in this world, but each and every person is different from every other person.

Turner, Dorothy. *Bread.* Minneapolis: Carolrhoda books, 1988. ISBN 0-87614-359-1. This book describes how bread is produced, prepared, and eaten. It presents some background history of bread, including a recipe for whole wheat bread and chappatis.

Walters, Kate. *Sarah Morton's Day.* New York: Scholastic, 1993. See the daily chores done on a typical day in Plimoth Plantation. Several pictures of typical clothing are

included along with word labels describing what they are. A companion book is Samuel Eaton's Day.

Westley, Joan. *Home and Neighborhood.* Sunnyvale, Calif.: Creative Publications, 1989. ISBN 0-88488-778-2. This teacher resource provides activity ideas for teachers of young children.

* Wing, Natasha. *Jalapeno Bagels*. New York: Atheneum Books for Young Readers, 1996. ISBN 0-689-80530-6. For International Day, Pablo wants to bring something which reflects the cultures of both his parents. He wants to pick something form the bakery his parents own. From the pan dulce and chango bars his Mexican mother prepares to the bagels and challah made by Jewish father, he finally decides to bring jalapeno bagels. This book celebrates the delicious coming together of two different cultures.

White, Sylvia. *Welcome Home!* Chicago: Children's Press. 1995. ISBN 0-516-48193-2. This book contains a varied collection of photographs of many different types and styles of houses, including an igloo, a motorhome, etc. There are comparisons made between homes from long ago and homes of today. Comparisons are also made between homes of similar style but from different locations and cultures. The reader learns that the types of house people build depend on the climate and resources available where they live.

Visual and Performing Arts Resources

** Armstrong, Louis. *What a Wonderful World.* New York: MCA Records, Inc., Decca GRD-656, 1988. This compact disc includes the song "What a Wonderful World" which describes the beauty of a multicultural and multi-ethnic world. Refer to Weiss & Thiele for the accompanying book illustrated by Ashley Bryan.

Ed Kremers' Folk Showplace, 155 Turk Street, San Francisco, CA 94102.

Festival Records. 2773 West Pico Blvd. Los Angeles, CA 90006.

Folkraft/Dance Record Distributors. P.O. Box 404. Florrham Park, New Jersey 07932

* Menzel, Peter. *Material World: A Global Family Portrait*. San Francisco: Sierra Club Books, 1994. ISBN 0-87156-430-0. Sixteen of the world's foremost photographers traveled to 30 nations around the globe to live for a week with the families that are statistically "average" for that nation. A portrait photograph was taken of each family outside their home, surrounded by all of their possessions. The result is a vivid portrayal of the look and feel of the human condition everywhere on Earth. Through photographic art and statistics, both the common humanity of the peoples inhabiting our Earth and the great differences in materials goods and circumstances that make rich and poor societies. Posters showing twelve of the different families are now available from Poster Education.

Raffi and Debi Pike. *Like Me and You.* New York: Crown Publishers, Inc., 1985. ISBN 0-517-59587-7. This book is an illustrated version of Raffi's song about children all over the world, who are much like one another despite living in different countries.

Saldana, V. *Drama of Color: Improvisation with Multiethnic Folklore.* Portsmouth, NH: Heineman, 1995. If you would like to combine folk literature with informal classroom drama, this useful book provides a wealth of resources for using dramatic art as a springboard for examining different ethnic perspectives and dispelling stereotypes. It features an anthology of twenty folktales from the four broad ethnic and cultural groups: Mexican and Mexican American; Asian and Pacific Islanders, Native Americans; and, African and African Americans. The study of folktales and their related components such as ethnic origin, motif, characters, and symbolic meanings, provides opportunities for both historic and contemporary interpretation of a culture.

Wagon Wheel Records/Bob Ruff. 8459 Edmaru Avenue. Whittier, CA 90605

** Weiss, G.D. & B. Thiele. *What a Wonderful World.* New York: Atheneum Books (Simon & Schuster), 1995. ISBN 0-689-80087-8 Hard cover. Through the lyrics of Weiss & Thiele, the song made famous by Louis Armstrong is brightly illustrated by award-winning Ashley Bryan and presented in this book depicting children of many backgrounds.

Resources for Other Topics

Anderson, James. *A Letter to the King.* Oslo, Norway: Det Norske Samlaget, 1987. ISBN 0-06-020079-0. This is the story of a little girl who composes a letter to the king asking for her father's release from prison. It is a story of bravery; about one little girl's struggle to do what is right in a world where only boys are looked upon as having worth.

Baumgartner, Barbara. *Crocodile! Crocodile!* New York: Dorling Kindersley, 1994. ISBN 1-56458-463-1. This is an international collection of folktales that teaches young listeners the simple truths of folktales and the wisdom that each imparts.

Han, Oki S. *Kongi and Potgi.* New York: Dial Books for Young Readers, 1996. ISBN 0-8037-1572-2. This is a Korean Cinderella story whose main character is Kongi. Although Kongi is treated unfairly by her stepmother and stepsister, she proves she is worthy to become the prince's bride. Many other "Cinderella" type stories are available.

Jaffe, Nina. *Older Brother, Younger Brother.* New York: Penguin Books USA Inc., 1995. ISBN 0-670-85645-2. A Korean tale retold that teaches how kindness brings good wealth and how greediness does nothing but bring harm to family honor.

Kollar, J.L. *An Annotated Bibliography of Multicultural Literature*. Huntington Beach, Calif.: Teacher Created Materials, 1993. This teacher resource is an annotated list of books organized into literature for primary, intermediate, and challenging. It contains an alphabetized list of children's literature with detailed descriptions of each story. Activity ideas are not included but the plot analyses are useful for someone who is trying to expand their multicultural collection.

McGowan, M., T. McGowan, and P. Wheeler. *Appreciating Diversity Through Children's Literature: Teaching Activities for the Primary Grades*. Englewood, CO: Teachers Ideas Press, 1994. Using literature as a springboard for learning, this teacher resource book includes suggestions for techniques such as role-playing, interviewing, and storytelling to focus on four types of diversity - age, gender, physical abilities, and ethnicity. The ethnicity section includes the African-American, Asian-American, Hispanic American, and the Native-American experience.

Pryor, Bonnie. *The Dream Jar*. Illustrations by Mark Graham. New York: Morrow Junior Books. 1996. ISBN 0-688-13061-5.After emigrating to America, each member of a Russian family works hard to contribute to the family's dream of someday owning and running a store. The soft illustrations capture the warmth and hope in this insightful portrait of a young girl's immigrant experience.

Singer, Marilyn. *The Painted Fan*. New York: Morrow Junior Books, 1994. ISBN 0-688-11743-0. In this elegant story, illustrated with breathtaking watercolors, the reader is transported to a time of prophecy and magic, when greed becomes a feared ruler's undoing and a simple fan shows a brave young girl the way to end her people's suffering.

Souhami, Jessica. *Rama and the Demon King: An Ancient Tale from India*. New York: Dorling Kindersley, 1997. ISBN 0-7894-2450-9. This story of the brave prince Rama, who rescues his wife, Sita, from the Demon King, has been told in India for thousands of years. Jessica Souhami retells this ancient Hindu tale and includes illustrations adapted from her own shadow puppets based on ancient Indian paintings.

Steptoe, John. *Mufaro's Beautiful Daughters*. New York: Scholastic Inc., 1987. This is an African tale which tells that selfishness and conceitedness does not reward a girl with her highest dream to be queen, but it takes mercy and kindness.

Stoodt, B.D. *Exploring Cultures Through Literature*. Greensboro, NC: Carson-Dellosa, 1993. Designed for grades one through four, the book begins with an introductory section that includes books such as People by Peter Spier. The remaining sections of the book are divided into literature about Hispanic Americans, Native Americans, Asian Americans, African Americans, and Jewish Americans. Book notes that summarize the plot are followed by well-designed initiating activities, critical thinking questions, and activities for responding to the literature. Additional books are recommended after each piece of literature in the "Read More" section.

Stories of Our People - A Multicultural Literature Program. Waterbury, Conn.: Graphic Learning. Over thirty different titles in English or Spanish are available in this series which includes legends, African American, Hispanic American, Native American, Asian American, and Europe/North American stories. Eight story cards are available per selection as well as sentence strips for retelling, story mapping, or rewriting stories. Read-along tapes, make-a-book story sheets, and a teacher's guide are also available.

NOTE: Shen's Books of Auburn, California specialize in books about children around the world. Most of the books on this resource list are featured in their color catalogue. Shens can be reached at 530 888-6776 or www.SHENS.com or email at info@shens.com.

Appendix 1

Traditions and Customs

	Food	Clothing	Shelter
Me **How do I satisfy my needs?**			
My School/ Community **How do people in my school and community satisfy their needs?**			
Around the world **How do other people satisfy their needs?**			

Appendix 2
Family Homework Interview - Clothing

(Date)

Dear Parents,

The students are working on conducting interviews as part of their social science homework. These questions are for a parent or a grandparent. Please allow your child to ask the questions. The parent or grandparent may write the responses.

Thank you,

Student's Name: Name of Person Interviewed:

Questions:

1. **What types of clothes did you wear when you were young?**

2. **Can you remember a favorite outfit?**

3. **Where did you get your clothes? What were they made of?**

4. **How have clothes changed ?**

5. **Do you have any "traditional" clothes worn by your culture?**

Appendix 3

Family Homework Interview - Homes

(Date)

Dear Parents,

The students are working on conducting interviews as part of their social science homework. These questions are for a parent or a grandparent. Please allow your child to ask the questions. The parent or grandparent may write the responses.

Thank you,

Student's Name: Name of Person Interviewed:

Questions:

1. **What type of home did you live in when you were my age?**

2. **Where was the house located?**

3. **How was the home constructed?**

4. **How have homes changed?**

5. **Do you have any pictures of your home?**

Appendix 4

Traditions and Customs of our School and Community

by

_____

The traditions and customs of our school and community come from around the world.

(Include a picture of children from around the world, a map of the world , or a picture of a globe.)

36

35

We all eat food.

(Draw pictures and write what you have learned about the food people eat.)

We all wear clothing.

(Draw pictures and write what you have learned about the clothing people wear.)

We all have shelter.

(Draw pictures and write what you have learned about types of shelter people live in.)

Our school and community have traditions and customs.

(Draw pictures and write what you have learned about the traditions and customs of your school and community.)

Appendix 5

(Date)

Dear Parents,

Instead of a nightly homework assignment, your child will have a report and project as homework for the next two weeks. Please encourage your child to plan their report and project carefully using neat writing and interesting illustrations. Remember to spend time (approximately 30 minutes) each night on the project. Please help your child research and write the report and do a project on a country of his/her choice. Try to pick a country that he/she is not too familiar with.

You will need to help with the reading and to assist your child with the project. Please guide, help and make suggestions, but "do not do" the work for your child.

This report/project is due on or before _____. If you have any questions, please write me a note.

Thank you for your help.

Sincerely,

REPORT AND PROJECT

My child's report and project will be on this country:

_____

I understand that this report and project is due on

_____

Signed _____

Please return this note on or before _____.

Thank you!

REPORT AND PROJECT

My child's report and project will be on this country:

_____

I understand that this report and project is due on

_____

Signed _____

Please return this note on or before _____.

Thank you!

REPORT AND PROJECT

1. Pick a country that you don't know too much about.
   (suggestions: perhaps a country that a parent or grandparent came from.)

2. Do research on your country. Use the public library in your neighborhood or check a book out of the school library.

3. Here are some suggestions to help you with your report:
   A. Design a cover - include a picture and the country's name.
   B. Draw a map of the country. (page 1)
      What countries, oceans is it near?
      What continent is it in?
   C. Draw the flag of your country. (page 2)
      What are the colors in the flag?
      Describe the flag design in writing.
   D. What animals are native to your country? (page 3)
      Draw a picture of the animal(s).
      Write about the animal(s).
   E. What is the native dress of your country? (page 4)
      Draw a picture and describe what children in your country wear.
   F. Draw a picture of yourself in your country.
      Tell why you would like to visit your country and what you would do if you went there.

4. For your project choose one of the following:
   A. Make up a song to your favorite tune - write it down.
   B. Make a doll of a child in native dress.
   C. Make a diorama out of a shoe box with scenery, etc.
   D. Write a poem about your country.
   E. Make a poster.
   F. Write a story about your country.,
   G. Make a collage.
   H. Something you think of on your own.

5. Be prepared to share your report and project.

Name _____

Map of my country.

Flag of my country.

Animal of my country.

Native dress of my country.

Why I would like to visit my country.

COUNTRY REPORT

Student's name _____

You completed your report as follows:

1. All pages were complete.
2. Neatness

   Legible printing _____

   Pictures colored _____
3. Project _____

   Complete _____

   Neat _____
4. Oral sharing (Student was able to explain):

   Project _____

   Report _____

TEACHER COMMENTS: